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AUTHOR	Christenson, George A.
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ABSTRACT

In this paper, the author presents a brief history of the funding for, provides demographic information on, and describes the basic goals and characteristics of the Edgewood Junior High School Model Schools Project sponsored by the NASSP. The author explains how the roles of the principal, the teacher, and the student have changed as a result of the new program. The special role of teacher counselors, who specialize in getting to know students as human beings, is also discussed. Graphic descriptions of the Language Arts and mathematics curriculums show the goal setting process for each student, the curriculum levels, the continuous evaluation system, the continuous progress curriculum, a listing of learning packages, and the reporting of information to parents concerning student progress. The paper concludes with an assessment of the program to date as measured by the SRA achievement test and by staff, student, and parent evaluations. (DN)

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ED 075532

TRUMP'S MODEL SCHOOL - THE HUMANE JUNIOR HIGH SCHOOL*

By: Dr. George A. Christenson
Date: November 1, 1972

Edgewood Junior High School is one of thirty secondary schools in the NASSP sponsored Model Schools Project. Dr. J. Lloyd Trump is Project Director and Dr. William Georgiades is Associate Director. The project received funds from the Danforth Foundation. These funds may be used in each school for only two purposes: (1) staff development and (2) program evaluation.

Edgewood Junior High School is one of five secondary schools in the Mounds View Public Schools, District 621, a suburban district north of St. Paul and Minneapolis, Minnesota. The superintendent is Dr. Sanford Witter.

Edgewood sought out and received approval and support for the program from these organizations before they made formal application to participate in the Project; the Mounds View Board of Education, the State Department of Education, the Minnesota Education Association, the Mounds View Education Association, the University of Minnesota Department of Education, the Edgewood Student Council, the Executive Board of the Edgewood P.T.A., and the unanimous consent of the Edgewood Faculty.

The five year program for Edgewood Junior High School covers the school years 1969-74. The 1968-69 school year was used for staff assessment and diagnosis of the existing conditions and explorations of the concepts involved in the Project, and brief test periods of each of the aspects involved in the program. Pontooning of some of the aspects took place during the 1969-70 school year, with full implementation of all aspects in the 1970-71 school year. The MODEL being fluid in nature allows for changes to be made in the program as new data is obtained anytime during the five year period.

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*Presentation to 7th Annual Symposium sponsored by the Minnesota School Facilities Council, Nov. 1-3, 1972 in Minneapolis.

Edgewood Junior High School has a student enrollment of 1150 seventh, eighth, and ninth graders. The staff is composed of 55.5 professionals and 55 non-professionals. The socio-economic background of the student population has students coming from the lower-lower class up to the lower-upper class. The majority of students come from lower-middle class backgrounds.

The basic goals of THE MODEL of the NASSP Model Schools Project are:

1. To provide for all pupils, regardless of difference in individual talents and interests a program with varied strategies and environments for learning through which each one may proceed with gains.

2. To provide conditions for teaching that will recognize differences among teachers and capitalize on the special talents and interests of each person.

3. To identify what professional teachers must do as separate from what may be done effectively by clerks, instruction assistants, and general aides.

4. To evaluate in practice the roles of the principal in improving the instructional program of the school and, in the process, to analyze the success that other persons have in managing the school.

5. To emphasize in curriculum revision the separation of those skills, facts, concepts, appreciations, and the like, that are essential for all pupils to possess in all areas of human knowledge as distinct from those learnings which are specially relevant in terms of individual talents and interests; stated differently, to separate the required basic education from depth education.

6. To develop better methods and materials for evaluating changes in conditions for learning, teaching, and supervising, and also the effects of the program on pupils, teachers and principals, as well as changes in the use of the things of education.

7. To utilize school funds, supplies and equipment, and other school facilities differently to produce better results as described under Item 6 without necessarily having more of the things of education.

8. To discover better ways of utilizing outside consultant help not only within a given school but also through audiovisual devices to spread the consultant's talents among other schools.

9. To analyze the process and the progress of change among schools with varying degrees of relationships to the project, namely, schools in each of four specified categories, plus other variables that may be discovered.

The basic characteristics of the MODEL of the NASSP Model Schools Project are:

1. The principal spends three-fourths of his time working directly with teachers to improve instruction and learning.

    a.) He organizes learning for teachers according to the same general principles that he expects teachers to follow when they teach.

    b.) He selects assistants qualified to handle the school's managerial and other tasks only indirectly related to instructional improvement.

2. Differentiated staffing and other arrangements produce changed roles for teachers.

    a.) Instruction Assistants (average of 20 hours per week per teacher) oversee pupils' independent study, etc.; Clerks (average 10 hours per week per teacher) keep records, etc.; General Aides (average of 5 hours per week per teacher) perform tasks not requiring competence in subject areas or clerical skills.

    b.) Teachers are scheduled an average of not more than 10 hours per week with pupil groups (2 hours with large groups, 8 hours with small); the balance of 20 hours, mostly on school premises, are for keeping up-to-date, developing materials, evaluating, conferring, and the like.

    c.) Most teachers serve a new role as teacher-counselor (helping about 35 pupils individually to plan, schedule, and change their independent study time and collecting information about each pupil's progress and difficulties).

    d.) Teachers sometimes work individually in offices and at other times in groups organized sometimes by department and at other times on different bases.

3. Individualized learning for pupils emphasizes motivation, continuous progress, self-direction, flexible scheduling, personalized evaluation, attention to individual needs and interests, and the like, while maintaining pupil accountability.

    a.) Pupils are required, all the years they are in school, to attend 8 hours of motivational presentations and discussions each week in all 8 areas of human knowledge (30 minutes in a large group and 30 minutes in a small group per week in each area.) These groups are scheduled by the school office.

b.) Pupils have 22 hours per week for scheduled independent study in the school or community (distribution divided by pupils and their teacher-counselors, changeable by them at will with joint approval). A professional counselor or the principal resolves disagreements, if any, between a pupil and his teacher-counselor. These pupil schedules are made, changed, and recorded by teacher-counselors and their secretaries.

c.) Each pupil covers required content at his own pace, using specially prepared materials. Much of this work may be done cooperatively in various-sized groups, as established by students themselves.

d.) Evaluation for each pupil is in relation to his own past achievement in a variety of educational goals. Since teachers cannot evaluate every aspect of learning, priorities are established.

e.) Attendance of pupils is regularly checked and the amount of each pupil's progress systematically reported by the instruction assistants who supervise independent study.

4. Curriculum revision separates basic, essential learnings from other learnings that are mainly appropriate for pupils with special talents and interests.

a.) Materials are organized to provide self-direction, self-motivation, self-pacing, and self-evaluation by pupils themselves.

b.) The amount of depth and creative studies in relation to required, basic studies increases with the age and maturity of individual pupils.

5. Improvement of teaching and learning requires that money and facilities be utilized differently.

6. Increased emphasis on evaluation is essential to produce confidence in the changes and feedback for directing further improvements.

a.) The emphasis is on behavioral changes when evaluating individual pupil progress.

b.) Analyses will reveal changes made in conditions for learning, teaching, supervision, curriculum development, and use of funds and facilities in school and community.

c.) The effects of the changes on pupils and teachers en masse, on principal and assistants, and financial efficiency will be measured.

The specific rationale for the EDGEWOOD EDUCATIONAL PROGRAM are:

Each student must demonstrate that he is a skilled, self-motivated learner in relationship to his own potential.

The heart of the program is the skills needed for learning.

To produce self-motivated learners you must individualize instruction.

The educational program is based on lively contacts with real people on a one-to-one and group basis.

The key persons in school for each learner are the teacher-counselor and the academic specialists. Their roles must remain flexible in order to meet the needs of the everchanging student.

The supportive staff serves in a consultant and resource capacity to the student, the teacher-counselors and the academic specialists.

Each student lives in an ever-changing environment; hence he develops specialized needs as he and his environments change.

The educational setting for each student is the whole world. The school plant and campus are only a very small part of it.

Instruction can and must be improved.

Teachers must be able to perform all teaching functions included in the educational process i.e., assessment, diagnosis, prescription, implementation, and evaluation.

The professional teacher and his team must remain flexible because of the interrelatedness of the educational process and the personnel involved.

Clerical and general supervisory duties are removed from teachers and turned over to more "qualified" personnel.

We must make better use of the things of education-buildings, equipment and instructional materials.

The specific goals of the EDGEWOOD EDUCATIONAL PROGRAM are:

To develop self-motivated learners.

To help students improve their learning skills.

To help students improve their living skills.

To humanize the educational process.

To individualize instruction.

To develop a more relevant curriculum.

To provide continuous evaluation and feedback.

To encourage community involvement.

To operate more efficiently and effectively.

The entire program is founded on a FIVE STEP CYCLE PROCESS of teaching and learning. See Chart A.

During the 1968-69 school year, an assessment was made of the total educational program which included the curriculum, staff, school plant, instructional materials, community, student potential and past achievements, budget, school district expectations, and supportive relationships.

Some of the findings which came out of this assessment process were:

1. Color blind children at Edgewood were achieving significantly below their potential. The faculty did not know which children were color blind.

2. Forty students were found to have some form of hearing loss. The faculty only knew that two students had a hearing loss before the assessment study.

3. Forty students with I.Q.'s of 130 and above, as measured by the Lorge-Thorndike Intelligence Test were reading at grade level or below.

4. The achievement level for students in Language Arts as measured on the Iowa Tests of Basic Skills was declining each year.

5. A budget of $250.00 for developmental reading was to provide a program for the lower 48 percent of grades 7 and 8. The budget for cross country, which had eighteen students participating, was $1500.00.

6. The overall achievement level as measured by the Iowa Tests of Basic Skills for the upper 10 percent of each grade was significantly below potential as indicated by the Lorge-Thorndike Intelligence Test.

The key aspects of the EDGEWOOD EDUCATIONAL PROGRAM are:

Evaluation of pupil progress

Evaluation of the total school program

Chart A

TEACHING/LEARNING

PROCESS-CYCLE

Differentiated Staffing - vertical and horizontal

Principal's role to Instructional Leader

Decentralized Decision Making

Teacher-Counselor Role

Alternative Teaching/Learning Styles
(Tutorial, Directed classes, Independent Study Materials)

Goal Oriented Continuous Progress

Curriculum Packaging

Individualized Scheduling

Small Group Discussions

Large Group Presentations

School Within a School
Tutoring/Supervised Study/Work Program

The role of the principal has changed. He spends 37 hours of an average 50-hour work week at his most important responsibility, the improvement of instruction, and the remaining time - about 13 hours per week in other related school tasks.

The teachers' roles and schedules changed drastically. The "classroom" teacher (with individual variations) is scheduled with groups of pupils about 12 hours per week. Having the remainder of the time free from classroom routine is essential. The teacher is to prepare adequately, plan, organize the curriculum and learning packages, evaluation reports and serve as a teacher-counselor.

The typical teacher has only one or two preparations per week. These preparations involve getting ready for large-group presentations which aim to give pupils information not readily available elsewhere, that will help them to learn what they are supposed to learn, to motivate them by awakening interest, and to make assignments. Each of these presentations last 30 minutes.

The teacher's schedule includes sitting with pupils in groups of 15 or less who are learning to talk to each other, how to listen, how to discuss, and to respect each other in the process. The typical teacher has 14-16 of these groups per week, each scheduled for 30 minutes.

The remainder of the teacher's day is spent in planning the independent study of pupils, checking from time to time on the independent resource study centers to see what progress is occurring, preparing, conferring with colleagues, improving evaluation, and in other aspects of the teaching-learning process.

The pupils' schedules include seven large group presentations per week, each 30 minutes in length, seven small group discussions per week, each 30 minutes in length. The balance, 65 percent, of the week is spent in scheduled independent study. A student may elect to be regularly scheduled into organized music groups, foreign culture small groups, or dramatic productions.

The curriculm design provides:

1. the need for more continuous contact for all pupils with the essential materials in all areas of human knowledge.

2. the need for more time and opportunities for each pupil to develop his special talents and interests.

3. the need for materials which satisfy both (1) and (2) and also permit each pupil to progress continuously at a rate that is best for him and to know when he is achieving satisfactorily.

4. the need to select content more nearly related to the real world of pupils and less to the specialized, as it seems to the pupils, make-believe, world of the teacher.

5. the need to utilize community resources in the learning process.

The required, basic curriculum needs to designate what is essential for anyone who is educable, what is desirable, and what is enriching for the gifted in the following areas of human knowledge:

1. English Language Arts
2. Fine Arts
3. Health, Fitness, and Recreation

4. Foreign Culture
5. Mathematics
6. Practical Arts
7. Sciences
8. Social Sciences

The curriculum provides directions for depth studies for specially interested and talented pupils who plan to go to college or into various occupations. Both the basic and depth content are organized for self-pacing, continuous progress, and self-evaluation by pupils with a minimum of teacher supervision.

Edgewood's Program incorporates these ideas by using four curriculum levels - functioning levels of the materials and who does what - which are described in Chart B - "Ladder of Success-The Self-Motivated Learners' Activities".

The goal setting process for each student, the curriculum levels, the continuous evaluation system, the continuous progress curriculum, listing of learning packages, and the reporting to parents information form is shown in the "Language Arts Curriculum" and the "Mathematics Curriculum" as shown on the next two pages.

Each student has a teacher-counselor who is to know him as a human being. His teacher-counselor is responsible for collecting information about him and to discuss this information with him and his parents. He is to be available to talk with the student about his problems, successes, and aspirations. He assists the student in establishing goals for each academic area, his personal growth, and his assignment of priorities for allocation of his independent study time. Teacher-counselors have from 9 to 30 counselees depending on their special teaching assignments. One third of the counselors are new each year.

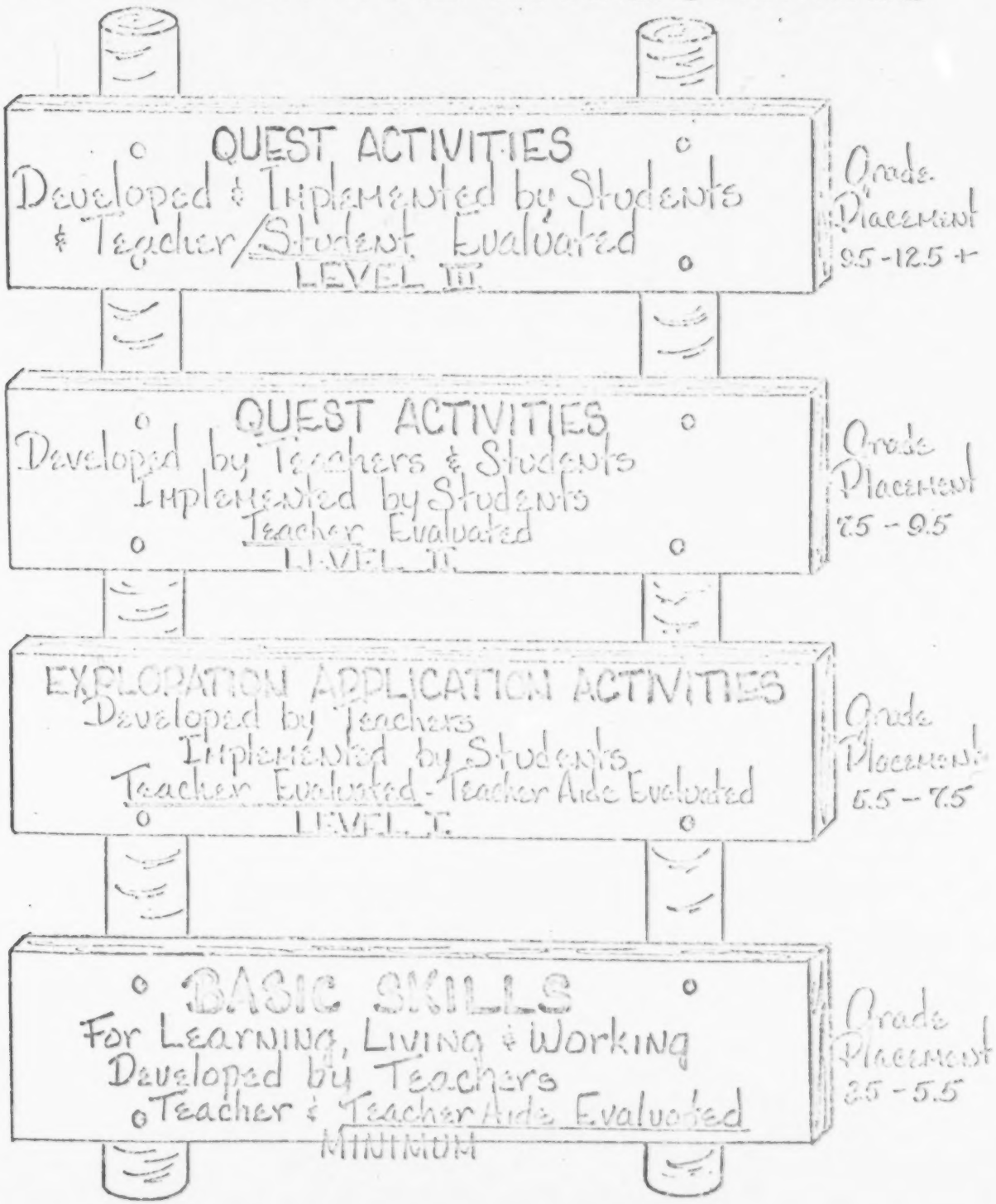
The evaluation studies of the Edgewood Program for the 1970-71 and 1971-72 indicate the education of the pupils at Edgewood Junior High School is improving.

The results of the Evaluation Study of the Edgewood Program for the 1970-71

Chart B

LADDER OF SUCCESS

THE SELF-MOTIVATED LEARNERS' ACTIVITIES



EDIIS/ 2-72

EDGEWOOD JUNIOR HIGH SCHOOL PROGRESS REPORT
LANGUAGE ARTS DEPARTMENT
1972 - 1973

STUDENT'S NAME _____

TEACHER COUNSELOR _____ M F 7 8 9

Dept. Small Group Teacher _____

This progress report outlines the 3 year curriculum in Language Arts. It is to be used by students, parents, and teacher-counselors as a basis for goal setting and pacing. The Curriculum Level Goal* is based on results from tests, past performance, and teachers' observations.

Entry Date _____ Exit Date _____

COMPARISON OF GOALS AND PROGRESS

MARKING PERIOD	1	2	3	4	5	6	Final
Curriculum Level Goal*							
Present Curriculum Level							
Work Completed							
School Within A School							

Each marking period the work completed grade is based on A–19 l.p.'s, B–15-18 l.p.'s, C–9-14 l.p.'s, D–8 or less l.p.'s

_____ Placement Test S

READING SKILLS

_____ 1. Main Idea
_____ 2. Directions
_____ 3. Table of Contents
_____ 4. Reading an Index
_____ 5. Sequence
_____ 6. Conclusions
_____ 7. Locating Answer
_____ 8. Reading for Facts
_____ 9. Skimming
_____ 10. Using Context
_____ 11. Headlines
_____ 12. Editorials
_____ 13. News Story
_____ 14. Want Ads
_____ 15. Newspaper Index
_____ 16. Magazines for Some

VOCABULARY

_____ 17. Synonyms
_____ 18. Homonyms
_____ 19. Antonyms
_____ 20. Prefixes
_____ 21. Suffixes
_____ 22. Context Clues

WRITING

_____ 23. Kinds of Sentences
_____ 24. Outlining
_____ 25. Main Topics
_____ 26. Sub Topics
_____ 27. Complete Sentences
_____ 28. Fragments
_____ 29. Run ons
_____ 30. Friendly Letter
_____ 31. Paragraph Unity
_____ 32. Topic Sentence
_____ 33. Paragraphs - Describe
_____ 34. Paragraphs - Inform
_____ 35. Paragraphs - Tell Story

MECHANICS

_____ 36. Capital Letters
_____ 37. Commas
_____ 38. End Marks
_____ 39. Apostrophe
_____ 40. Hyphen
_____ 41. Abbreviations

LITERARY FORMS

_____ 42. Rhyme
_____ 43. Poetry
_____ 44. Short Story
_____ 45. Novel
_____ 46. Plot
_____ 47. Setting
_____ 48. Characters

USAGE

_____ 49. Your and You're
_____ 50. Its and It's
_____ 51. Their, There, They're
_____ 52. Learn and Teach
_____ 53. Double Negatives

REFERENCE

_____ 54. Alphabetical Order
_____ 55. Syllables
_____ 56. Guide Words
_____ 57. Accents
_____ 58. Fiction & Nonfiction
_____ 59. Pronunciation Guide
_____ 60. Short and Long Vowels
_____ 61. Definitions
_____ 62. Catalogue Card

SPELLING

_____ 63. A-1 Short Vowels
_____ 64. A-2 Long Vowels
_____ 65. A-3 Long & Short Vowels
_____ 66. A-4 Open Syllables
_____ 67. A-5 Double Vowels
_____ 68. B-1 Long E Sound
_____ 69. B-2 Long O Sound
_____ 70. B-3 Long A Sound
_____ 71. B-4 Long I-Y Sound
_____ 72. B-5 Long U Sound
_____ 73. C-1 Special Vowels OO
_____ 74. C-2 OU-OW
_____ 75. C-3 Short E Sound
_____ 76. C-4 Sound of OI-OY
_____ 77. C-5 AU-AW
_____ 78. D-1 AR-OR
_____ 79. D-2 Short i Sound
_____ 80. D-3 IE-EI
_____ 81. D-4 ER-IR-UR
_____ 82. D-5 Final LE Sound
_____ 83. E-1 Final ED & T Sound
_____ 84. E-2 Beginning Blends
_____ 85. E-3 Final Blends
_____ 86. E-4 Special Blends
_____ 87. E-5 Special Blends
_____ 88. F-1 C as K
_____ 89. F-2 C, CK, CT
_____ 90. F-3 Z Sound of S
_____ 91. F-4 C as S
_____ 92. F-5 Sound - GH & PH
_____ 93. G-1 Abbreviations
_____ 94. G-2 Contractions
_____ 95. G-3 Silent Letter H, K
_____ 96. G-4 Silent Letter B, L
_____ 97. G-5 More Silent Letters
_____ 98. G-6 Special Plurals
_____ 99. H-1 Twin Consonants
_____ 100. H-2 Final L Sound
_____ 101. H-3 Final Syllables
_____ 102. H-4 Open Syllables
_____ 103. H-5 Twin Consonants
_____ 104. H-6 Double Vowels
_____ 105. I-1 Dropping Final E
_____ 106. I-2 Adding a Suffix
_____ 107. I-3 Doubling Final Con.
_____ 108. I-4 Adding "Shun"
_____ 109. I-5 Changing Y to I
_____ 110. I-6 Changing Y to I

SPEAKING AND LISTENING

_____ 111. Introductory Speech
_____ 112. Informative Speech
_____ 113. Dialogue
_____ 114. Demonstration Speech

_____ Placement Test I

READING SKILLS

_____ 115. Appendix
_____ 116. Preface
_____ 117. Glossary
_____ 118. Connotation
_____ 119. Denotation

VOCABULARY AND SPELLING

_____ 120. Contractions
_____ 121. Antonyms
_____ 122. Prefixes
_____ 123. Synonyms
_____ 124. Suffixes
_____ 125. Compound Words
_____ 126. Forming Possessives

WRITING

_____ 127. Compound Sentences
_____ 128. Complex Sentences
_____ 129. Selecting a Topic
_____ 130. Taking Notes
_____ 131. Outlining
_____ 132. Filling Out Forms
_____ 133. Writing a Summary

MECHANICS

_____ 134. Commas
_____ 135. Hyphen
_____ 136. Quotation Marks
_____ 137. Semicolons
_____ 138. Colons
_____ 139. Underlining - Italics

LITERATURE

_____ 140. Fairy Tale
_____ 141. Fable
_____ 142. Legend
_____ 143. Proverb
_____ 144. Myth
_____ 145. Biography & Autobio.
_____ 146. Point of View
_____ 147. Conflict
_____ 148. Climax
_____ 149. Characterization
_____ 150. Limerick
_____ 151. Figurative Language

GRAMMAR

_____ 152. The Noun
_____ 153. Pronoun
_____ 154. Action Verb
_____ 155. Adjective
_____ 156. Adverb
_____ 157. Preposition
_____ 158. Conjunctions
_____ 159. Subject
_____ 160. Verb
_____ 161. Understood Subject
_____ 162. Agrmnt. of Subj & Verb

REFERENCE

_____ 163. Dictionary
_____ 164. Encyclopedia

SPEAKING AND LISTENING

_____ 165. Listening for Facts
_____ 166. Telling Anecdotes
_____ 167. Listening for Notes
_____ 168. T.V. Evaluation - Comm.

Level I Sign-Out

This student has completed Level I. With permission of the teacher-counselor, parent, and small group teacher, this student has signed out of Language Arts Resource Center.

Date Excused _____ Teacher _____
Date Reentered _____ Teacher _____
Date Excused _____ Teacher _____

QUEST II AND III

Each marking period, the work completed grade is based on points earned after teacher's evaluation of progress made on approved student project.

A–30 Points B–20 Points C–10 Points

Teacher-suggested material may be taken from the Quest notebooks in the office, media center and resource center. These suggestions cover materials in the areas of writing, grammar, usage, reading, reference, literature, speaking and listening. Also, the student may initial his own project under teacher supervision. Students progress from II to III when they show work of satisfactory quality as determined by the S.G. teachers.

LEVEL: QUEST POINTS

Title	Point

EDGEWOOD JUNIOR HIGH SCHOOL PROGRESS REPORT
MATHEMATICS DEPARTMENT
1972 - 1973

STUDENT'S NAME _____

TEACHER-COUNSELOR _____ M F 7 8 9

Dept. Small Group Teacher _____

This progress report outlines the 3 year curriculum in Mathematics. It is to be used by students, parents, and teacher-counselors as a basis for goal setting and pacing. The Curriculum Level Goal* is based on results from tests, past performance, and teachers' observations.

Entry Date _____ Exit Date _____

COMPARISON OF GOALS AND PROGRESS

MARKING PERIOD	1	2	3	4	5	6	Final
Curriculum Level Goal*							
Present Curriculum Level							
Work Completed							
School Within A School							

Each marking period the work completed grade is based on:
A–7 Learning Packages Completed
B–6 L.P. Completed
C–5 L.P. Completed
D–0-4 L.P. Completed

LEVEL S*

- ____ 0. Safety Precautions
- ____ 1. Whole Numbers
- ____ 2. Place Value
- ____ 3. Reading Whole Numbers
- ____ 4. Writing Whole Numbers
- ____ 5. Units of Time
- ____ 6. Comparing Time
- ____ 7. Rounding Whole Numbers
- ____ 8. Addition Facts
- ____ 9. Adding Whole Numbers
- ____ 10. Sub. (no regrouping)
- ____ 11. Sub. (regroup. 10's)
- ____ 12. Sub. (regroup. 100's)
- ____ 13. Multiplication Facts
- ____ 14. Mult. (1 Digit)
- ____ 15. Mult. (2 Digits)
- ____ 16. Mult. (3 Digits)
- ____ 17. Short Division
- ____ 18. Short Div. (regroup)
- ____ 19. Common Fractions
- ____ 20. Units of Length
- ____ 21. Comparing Lengths
- ____ 22. Fract. to Lowest Terms
- ____ 23. Improper Fractions
- ____ 24. Mixed Numbers
- ____ 25. Fract. to Higher Terms
- ____ 26. Least Common Denom.
- ____ 27. Add. Fract. (same denom.)
- ____ 28. Add. Fract (unlike denom.)
- ____ 29. Sub. Fract. (same denom.)
- ____ 30. Sub. Fract. (unlike denom.)
- ____ 31. Sub. Fract. (same denom.-regroup)
- ____ 32. Sub. Fract. (unlike denom.-regroup)
- ____ 33. Comparing Fractions
- ____ 34. Mult. Fractions
- ____ 35. Mult. Whole No. & Mixed
- ____ 36. Dividing Fractions
- ____ 37. Div. Whole No. & Mixed
- ____ 38. Money - Terms
- ____ 39. Reading Money
- ____ 40. Writing Money
- ____ 41. Comparing Money
- ____ 42. Rounding Amt. of Money
- ____ 43. Fractions to Money
- ____ 44. Money to Fractions
- ____ 45. Addition of Money
- ____ 46. Subtraction of Money
- ____ 47. Mult. of Money
- ____ 48. Division of Money
- ____ 49. Sales Tax
- ____ 50. Plane Figures
- ____ 51. Solid Figures

LEVEL I

- ____ 1. Add. Whole Numbers
- ____ 2. Sub. Whole Numbers
- ____ 3. Multiply Whole Numbers
- ____ 4. Div. Whole Numbers
- ____ 5. Reducing Fractions
- ____ 6. Improper Fractions
- ____ 7. Mixed Numbers
- ____ 8. Fract. to Higher Terms
- ____ 9. Least Common Denom.
- ____ 10. Add. Fract., Whole, Mix
- ____ 11. Sub. Fract., Whole, Mix
- ____ 12. Comparing Fractions
- ____ 13. Mixed to Improper
- ____ 14. Mult. Fract., Whole, Mix
- ____ 15. Div. Fract., Whole, Mix
- ____ 16. Read & Write Decimals
- ____ 17. Rounding Decimals
- ____ 18. Addition of Decimals
- ____ 19. Subtraction of Decimals
- ____ 20. Comparing Decimals
- ____ 21. Mult. of Decimals
- ____ 22. Division of Decimals
- ____ 23. Fractions to Decimals
- ____ 24. Decimals to Fractions
- ____ 25. Oper. Fractions & Decimals
- ____ 26. Meaning of %
- ____ 27. % to Decimals
- ____ 28. Decimals to %
- ____ 29. % to Fractions
- ____ 30. Fractions to %
- ____ 31. Percentage
- ____ 32. Converting Measures
- ____ 33. Perimeters
- ____ 34. Parallelograms
- ____ 35. Triangles & Trapezoids
- ____ 36. Circles

Level I Sign-Out
This student has completed Level I. With permission of the teacher-counselor, parent, and small group teacher, this student has signed out of Mathematics Resource Center.
Date Excused _____ Teacher _____
Date Reentered _____ Teacher _____
Date Excused _____ Teacher _____
Date Reentered _____ Teacher _____
Date Excused _____ Teacher _____

Each marking period the work completed grade is based on:
A–6 L.P.
B–5 L.P.
C–4 L.P.
D–0-3 L.P.

LEVEL II

- ____ 1. Properties and Operations
- ____ 2. Tests - Divisibility
- ____ 3. Prime & Composite No.
- ____ 4. Language of Sets
- ____ 5. Intersection and Union of Sets
- ____ 6. Factors and Factoring
- ____ 7. Multiples
- ____ 8. Expanded Notation
- ____ 9. Number Sentences
- ____ 10. Repeating Decimals
- ____ 11. Ratio and Proportion
- ____ 12. Percentage-Base-Rate
- ____ 13. Squares & Square Root
- ____ 14. Points, Lines, Planes and Space
- ____ 15. Measure: Arcs & Angles
- ____ 16. Pairs of Angles
- ____ 17. Basic Geometry: Const.
- ____ 18. Areas of Solid Figure
- ____ 19. Measure of Volume
- ____ 20. Vol. of Simple Solids
- ____ 21. Positive & Neg. Nos.
- ____ 22. Addition of Integers
- ____ 23. Sub. of Integers
- ____ 24. Mult. of Integers
- ____ 25. Division of Integers
- ____ 26. Scientific Notation

At completion of Level II, the student may:
(1) Start Algebra (Level III)
(2) Do computer projects
(3) Do individual mathematics projects

- ____ 1. _____
- ____ 2. _____
- ____ 3. _____
- ____ 4. _____
- ____ 5. _____
- ____ 6. _____
- ____ 7. _____
- ____ 8. _____

Each marking period the work completed grade is based on attainment of goals set by student and/or parent and Small Group Teacher.

LEVEL III

- ____ 1. Order - No. Line
- ____ 2. Grouping (Sets and Subsets)
- ____ 3. Punctuating Marks in Algebra
- ____ 4. Eval. Alg. Expressions
- ____ 5. Solving Open Sentences
- ____ 6. Trans. Words to Symbols
- ____ 7. Using No. Axioms
- ____ 8. Trans. Equations
- ____ 9. Combining Terms
- ____ 10. Extending Number Line
- ____ 11. Add. & Sub. of Dir. No.
- ____ 12. Mult. & Div. of Dir. No.
- ____ 13. Open Sentences-Dir. No.
- ____ 14. Analysis of Problems
- ____ 15. Unif. Motion-Mix Prob.
- ____ 16. Add. & Sub. of Poly.
- ____ 17. Mult. of Polynomial
- ____ 18. Div. of Polynomial
- ____ 19. Factoring Polynomials
- ____ 20. Quadratic Trinomials
- ____ 21. Extension of Factoring
- ____ 22. Algebraic Fractions
- ____ 23. Ratio-Percent-Percentage
- ____ 24. Mult. & Div. of Fract.
- ____ 25. Add. & Sub. of Fract.
- ____ 26. Mix. Expressions
- ____ 27. Fractions in Open Sentences
- ____ 28. Fractional Equations
- ____ 29. Plane Coordinates
- ____ 30. Straight Line-Slope
- ____ 31. Inequalities and Parabolas
- ____ 32. Solving Linear Systems
- ____ 33. Addl. Solving Methods
- ____ 34. Digits-Motion-Age
- ____ 35. Systems of Rat'l. No.
- ____ 36. Irrational Numbers
- ____ 37. Radical Expressions
- ____ 38. Selecting Prs. of No.
- ____ 39. Direct and Inverse Variation
- ____ 40. Completing the Square
- ____ 41. Quadratic Formula

At completion of Algebra, the student may:

(1) Start Geometry
(2) Do computer projects
(3) Do math projects

THIS FORM FOR TEACHER-COUNSELOR

school year were based on objectives which were written for each department in March of 1971 by two representatives from each department. The measurement utilized in the majority of these objectives was the SRA achievement test. The criteria set for these objectives using SRA results was that students of 1970-71 under the new program would do as well as the students of 1969-70 under a traditional organization.

The results of the SRA achievement test battery indicated no significant difference between the 1969-70 and 1970-71 school year for any area except social studies which was significantly higher in 1970-71.

The student attitude inventory data did not meet the criteria set by the evaluation committee in all cases, but the results compared very favorably with those obtained at Johanna Junior High, another of the Mounds View District secondary schools.

The staff questionnaire indicated a very positive change in the responses of the staff toward support for the program. The special questionnaire administered for EPDA to the Highview and Edgewood teachers indicated that the Edgewood teachers had learned more about flexible staffing and favored it more than the Highview teachers as a result of their being involved in the program.

The results of the parent survey were generally positive, but pointed out a need for a study of large group presentations. Parents appeared to be most pleased with the teacher-counselor role.

The SRA achievement test results for 1971-72 were very positive. Comparisons were made with achievement test scores of students at similar grade levels from the same attendance areas during the 1969-70 school under a traditional junior high program. Scores in social studies were significantly higher in 1971-72 for all three grades. Scores in mathematics favored the eighth and ninth grade classes of 1971-72.

The eighth grade class of 1971-72 scored significantly higher in language arts. All other comparisons revealed no significant differences.

Overall achievement by the classes of 1971-72 as measured by the SRA test has improved in comparison to achievement by classes before the new program was implemented. The two groups were equated on ability as measured by the Lorge-Thorndike verbal and non-verbal scores.

The student attitude inventory results were generally positive. Changes from the October 1970 to the October 1971 administrations were positive. Similar trends were observed when comparing the percent of agreement on the May 1971 and the May 1972 administrations.

The staff at Edgewood feels we are 70 percent of the way to meeting our project and program goals. The remaining 30 percent will be much more difficult to attain. Time, study, and effort will tell where we end up at June 1974. . . A Trump Model School - The Humane Junior High School.